

# Solutions for Including Individuals with Disabilities

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## Transitioning Children, Youths, and Young Adults with Disabilities

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*Without transition services, the purpose of inclusion may go unfulfilled.*

**T**he process of transitioning children and youths with disabilities, as well as those without disabilities, occurs many times throughout their educational lives. The process begins at home, continues through early childhood education, middle or junior high school, and senior high school education, and culminates in postsecondary education or training. Each time the student moves to a new level or school, transition services should be addressed so he or she can successfully progress from one level to the next in his or her educational journey. Transition services make it easier to travel from one level to another in as smooth a manner as possible. A progression of this nature is needed in order for as many students as possible with and without disabilities to become productive, independent citizens. Although the amendments to the Individuals with Disabilities Education Improvement Act (IDEA, 2004) also include transition-service guidelines for infants and toddlers, this article focuses primarily on community participation transition services for youths and young adults.

The amendments to IDEA (2004) and special education state plans mandate that transition services be provided for students with disabilities who are 16 years and older. First and foremost, these mandates are person-centered. The transition services should be “a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement” (“Proposed Rules,” 2005, p. 35841) from the traditional pre-kindergarten to grade-12 school setting, to post-school activities. Components of transition services include “postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation...” (“Proposed Rules,” p. 35841), which includes recreation and leisure activities. However, the current emphasis in this process tends to focus primarily on vocational opportunities.

Regardless of abilities or disabilities, a healthy body allows one to function better in all aspects of life, and it is that concept that suggests that the adapted physical education (APE) specialist can contribute to all components of transition services, and not just to the recreation and leisure component of community participation. The purpose of this article, therefore, is to offer guidance in understanding, planning, and implementing transition services in physical education and recreation settings, especially in community recreation and leisure activities for students with disabilities. These should begin “not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team...” (“Proposed Rules,” 2005, p. 35865). Some states begin their services when the child is in the ninth grade or is 14 years of age. This article is divided into the following topics: (1) the transition process, (2) who implements transition services, (3) how to plan and

implement transition activities, (4) best practices in transition, (5) participation in disability sport, and (6) university partnerships for transition.

## The Transition Process

The transition services process requires a shift from school- to community-based instruction. To achieve this, four basic aspects should be kept in mind: (1) transition services are post-school activities designed to move the student with a disability from school to community participation; (2) transition services are to be a coordinated set of activities both within the physical education curriculum and between the school and community; (3) transition services are to be outcome-based with the goal of preparing students for employment, postsecondary education, vocational training, continuing and adult education, adult services, independent living, and community participation, which includes recreation and leisure activities; and (4) the coordinated set of transition activities must address considerations such as instruction, availability of community-based experiences, acquisition of daily living skills, and functional vocational evaluation and assessment. To be successful, transition services for individuals with disabilities must be systematically planned for several years rather than just one.

Offering services with venues outside the school is an expanding and necessary function of school-based transition services. Some states include transition services as part of the student's individualized education program (IEP), whereas other states have a separate transition plan, called an individualized transition plan (ITP). In this article, the term *transition IEP* will be used.

Additional IEP team members are needed for transition planning along with the regular IEP team members. The amendments to IDEA (2004) mandate that transition IEP team members include the student, parents or family, special education teacher(s) (including the APE specialist), the general education teacher(s), and representatives of community agencies. Representatives of community agencies are integral members of the IEP transition team because this is the group of professionals who provide opportunities and with whom the student must learn to relate and cooperate. Although students may or may not have previously been part of their IEP teams, they must contribute to their transition planning (Seaman, DePauw, Morton, & Omoto, 2003). Student and family preferences and interests form the foundation of transition planning. If student or family interest or input is missing from the decision-making process, all the planning done by the rest of the IEP transition team is meaningless. Consequently, cooperation and collaboration between and among all team members is essential for the success of the youth or young adult.

The main function of the transition IEP team is to determine what transition services are needed to prepare the youth or young adult for life after completing high school. Assessment is the first step in the process and should include a variety of age-appropriate, informal (i.e., inventories, paren-

tal/guardian/child needs assessment survey, and checklists) and formal (e.g., Brockport Physical Fitness Test [Winnick & Short, 1999], Bruininks-Oseretsky Test of Motor Proficiency [Bruininks & Bruininks, 2005]) techniques to determine the students' preferences and competencies.

As part of planning the transition assessment, IEP team members should ask the following questions:

1. What competencies and interests do the student and his or her family desire?
2. What knowledge and competencies does the student need in order to move from school-based to community-based living in this particular community?
3. What knowledge, competencies, and strengths does the student already have?
4. What knowledge and competencies will the student need to acquire to be successful?

Based on the needs-assessment results, transition services are determined with goals and objectives written in person-first language. Although a student may not need services in all areas, unnecessary transition services must be listed in the IEP along with statements describing why these services are not needed.

The severity of the disability is an important factor in transition planning. Students with more severe disabilities have greater needs for a community-based curriculum. In Minnesota, students with moderate to severe cognitive disabilities (i.e., severe mental retardation) are educated at the high school level in life-skills classrooms. Their transition IEPs contain long-range life goals for needed transition services, objectives, and type of instruction. Team members collaborate carefully to plan students' future transition services and achieve the desired outcomes.

## Who Implements Transition Services?

Local education agencies (LEAs) have the primary responsibility for providing appropriate transition services. However, all cooperating agencies must share in the responsibility toward students' transition IEPs. Interschool-agency cooperation also includes shared responsibilities, including financial contributions. Educational agencies provide the educational money and community agencies pay for community transition services. Many agency financial contributions are of an in-kind nature. If the community agencies do not provide the services outlined in transition IEPs, LEAs are obligated to reconvene the IEP transition team to revise students' transition IEPs.

Needless to say, a number of individuals are involved in implementing transition services. Members of transition IEP teams play key roles in both assessing and implementing transition services, and the active involvement of the parents or guardians and youths being served is essential. Logically, adapted and general physical education teachers and their community partners in recreation—community and therapeutic recreation specialists—should be involved in planning and implementing active lifetime physical activi-

*Text continues on page 42*

Figure 1. Example of Ecological Task Analysis: Fitness Club

Student's Name _____ DOB _____ Teacher _____ Environment _____ Initiation of Program _____ Assistant _____			
Sub-environment	Steps a Person Without Disabilities Follows	Level of Assistance (specific to learner)*	Possible Adaptations for Learners with Disabilities
<b>Gym: Meeting</b>			
Activity 1	Brings gym bag		Peer assistant may remind learner
Activity 2	Locates gym		Cues on doors or walls
Activity 3	Locates attendance space		Peer assistance
Activity 4	Sits quietly and listens for directions		Peer tutor may simplify instructions
<b>Bus: To FC</b>			
Activity 1	Locates bus loading area		Follows peer assistant
Activity 2	Gets on bus		Follows verbal cues of peer assistant
Activity 3	Finds seat and sits quietly		Follows peer lead
Activity 4	Stands after bus reaches fitness club and is completely stopped		Follows peer assistant lead
Activity 5	Exits bus		Follows peer assistant
<b>Fitness Club (FC)</b>			
Activity 1	Locates FC entrance and waits for instruction		Follows peer lead
Activity 2	Locates locker room		Follows peer lead
<b>FC: Locker Room</b>			
Activity 1	Locates locker room		Cues on doors or walls
Activity 2	Enters locker room		None needed
Activity 3	Locates locker		Teach learner to find a locker that is not being used; assistant may help locate and code it so it can be easily found after activity
Activity 4	Takes off clothes		Practice at home
Activity 5	Places clothes in locker		None needed
Activity 6	Changes into appropriate workout clothes and shoes		Uses pull-on type clothing and shoes with Velcro fasteners; peer assistance
Activity 7	Locates group exercise room		Follows peer assistant; uses cues on walls or doors
<b>FC: Group Exercise Room</b>			
Activity 1	Finds space and waits for directions		None needed
Activity 2	Sets up equipment		Peer assistant helps and checks for safety
<b>FC: Warm-up</b>			
Activity 1	Marches in place to music		Follows instructor's lead
Activity 2	Follows instructions for general warm-up		Follows instructor's lead with peer assistant providing cues and routine
<b>FC: Step Aerobics</b>			
Activity 1	Does 8 basic steps at half-time speed with R lead		Follows instructor; peer assistant provides cues and physical assistance
Activity 2	Performs lead foot change, repeat L		Peer assistant provides cues
Activity 3	Does 8 basic steps R lead; change to L leads at regular time		Instructor lead and cueing; peer assistant provides cues

Activity 4	Adds arm movements		Instructor lead; peer assistant provides visual cues and modifications
Activity 5	Cuts to 4 basic steps per side		Follows instructor's visual and verbal cues; peer assistant provides cues
Activity 6	Changes arm movements		Follows instructor's visual and verbal cues, peer assistant modifies as needed
Activity 7	Adds linear progressions		Follows instructor's cues; peer assistant provides cues and modifications
<b>FC: Cool-Down</b>			
Activity 1	Does basic aerobic dance movements on floor without arm movements		Follows peers and instructor
Activity 2	Walks around room		Follows peers
Activity 3	Does cool down stretches		Follows instructor and peers
Activity 4	Does relaxation exercises		Follows instructor and peer assistant
Activity 5	Thanks instructor, exits exercise room to locate locker room		Follows peer assistant's lead; use signs on walls and doors
<b>FC: Locker Room</b>			
Activity 1	Locates locker		Peer assistant provides cues to locate locker
Activity 2	Takes off work-out clothes		Peer assistant provides physical assistance as needed
Activity 3	Places work-out clothes in bag		None needed
Activity 4	Gets towel, soap, and shampoo		Peer assistance
Activity 5	Locates shower		Uses visual cues, peer assistance
Activity 6	Turns on water, checks temperature		Practices adjusting temperature from cold to warm, peer assistant monitors
Activity 7	Shampoos hair and washes body		Peer assistant gives cues; wash from top to bottom
Activity 8	Shuts shower off and gathers personal items		Steps away from spray, turn hot first, may paint visual cues on shower
Activity 9	Dries hair and body		Dries from top to bottom; peer assistant gives cues
Activity 10	Uses deodorant and personal hygiene items		Peer assistant cues
Activity 11	Puts on street clothes		Peer assistance and cues as needed
Activity 12	Combs hair and other grooming tasks		Peer assistance and cues
Activity 13	Collects and places all personal items in bag		Student uses picture list, peer assistance as needed
Activity 14	Leaves locker room and locates FC exit to wait and board bus		Uses cues on wall, peer assistance as needed
<b>Bus: To School</b>			
Activity 1	Gets on bus and finds seat		Follows peers
Activity 2	Rides quietly		None needed/follow peers
Activity 3	Stands after bus reaches a complete stop at school		Follows peer assistant
Activity 4	Exits bus and goes to next class		Follows peer and cues on wall

\*Levels of assistance code:

I= independent, M= modeling, V= verbal cue

P = physical assistance (Student passive), P+ = physical assistance (Student tries to help), P- = physical assistance (Student resists)

Source: Bock, R.E. (2006)

ties. A very strong case can be made for physical education and recreation professionals to be involved in planning and implementing the five components of transition services, especially community participation (including recreation and leisure), independent living, and employment. Given that some individuals with disabilities will perform manual work, adequate motor skills and fitness levels are necessary to maintain their vocation. For example, if a young adult in the transition process is training to bus dishes at a local restaurant, lift boxes at a local grocery store, or clean hotel rooms, and does not have the strength to carry out these functions, fitness activities need to become an integral part of the student's transition plan. For those not involved with manual work, a healthy body is still essential, regardless of abilities.

For the sake of their students, both adapted and general physical education specialists at the middle school and high school levels should be involved in the transition process as part of their regular responsibilities. At both levels, lifetime physical activities and fitness components should be included in their curricula. Further, the adapted physical education curriculum should parallel the general physical education curriculum as closely as possible.

Support services can be implemented by means of paraeducators and peer or cross-age tutors (Folsom-Meek & Aiello, in press). Depending on student needs and functioning levels, students with severe disabilities usually have a paraeducator assigned to them to help all the time or on an as-needed basis. On the other hand, students with mild disabilities are rarely assigned paraeducators. Use of trained peer, cross-age, or cross-disability tutors can be a successful instructional strategy with no cost to the school district. Peer tutors are same-age students who are selected to work with peers with a disability whereas cross-age tutors are older students who work with younger students. It is a win-win situation for both tutors and students needing the extra help. Peer tutoring originated from a nationally validated model program in physical education, Project PEOPEL (Physical Education Opportunity Program for Exceptional Learners; Long, Irmer, Burkett, Glasenapp, & Odenkirk, 1980). Today, many tutoring programs have evolved from the original Project PEOPEL.

Literature searches revealed a paucity of research regarding involvement of physical education professionals and community-based transition programs. Researchers from only two states have examined their states' transition practices. Although Russell (1995) studied the status of physical education for students with disabilities in Pennsylvania, transition was not included in the study. It was, however, recommended for further study. Krueger, DiRocco, and Felix (2000) reported that only 21 percent of licensed APE specialists in Wisconsin were involved in writing transition IEPs. Barriers listed as preventing successful transition included too few community recreation choices, few friends with whom to share recreational experiences, budget restrictions, transportation issues outside of school hours, and a lack of school and community collaboration. Similarly, in Minnesota, only 28 per-

cent of licensed APE teachers teaching grades seven through 12 were responsible for programming transition services (Folsom-Meek & Nearing, 2001). Another study conducted in Minnesota found that of those who taught students 14 years and older, only 24 percent provided transition services (Bock, Folsom-Meek, Weber, & Zahn, 2002). Collectively, the results of these studies suggest that APE teachers need to become more involved in the transition process in physical education, recreation, and leisure.

## Planning and Implementing Transition Activities

Successful transition services encompass two basic concepts for adapted and general physical educators: (1) the curriculum for students with disabilities is parallel to that for students without disabilities, and (2) the curriculum includes lifetime physical activities that take place in the community (Auxter, Pyfer, & Huettig, 2004). Similarly, Modell and Megginson (2001) stated that the role of the adapted physical educator is to provide a functional physical education curriculum for transition-age students. Connecting lifetime physical activities in the curriculum with the community involves careful planning on the part of adapted and general physical educators and their community partners, with input from the parents or guardians and the youths. Field trips to community venues must be planned within well-established guidelines approved by respective school districts for any services provided outside the school property during the transition process. Factors to consider when programming such services include, but are not limited to, cost; safety; liability issues; equipment; weather; length of class; possible behavior problems of participants; class size; previous experience or instruction; availability of paraeducators; peer tutors or volunteers; health clearance; parental or guardian permission; transportation and distance to venues; community-venue people willing to make modifications and/or suggestions, and community support. Of the above, perhaps the greatest barrier for transition programming is the overall financial cost incurred for school districts.

One technique that assesses and addresses all components of a transition activity is called an ecological task analysis (ETA). A sample ecological task analysis is depicted in figure 1. The original format was authored by Block (1992). Components are arranged in vertical columns. The first column lists subenvironments and activities. The second column lists the steps a person without disabilities follows for each activity. The third column lists levels of assistance needed, which are specific to each learner. The fourth column lists possible adaptations that specific learners might need. Templates can be made and completed for each learner and his or her individual needs. In addition, levels of assistance are coded and can be noted in the ETA. Using the ETA allows one to break down the activities into simple steps. In addition, the ETA coordinates the efforts of everyone involved in the activity: students, teachers, paraeducators, and peer or cross-age tutors. The student learns

Table 1. Time Spent in Traditional and Extended Gymnasiums

	Preschool (Ages 3-5)	Early Elementary (Grades K-3)	Upper Elementary (Grades 4-6)	Junior High School (Grades 7-9)	Senior High School (Grades 10-12)	Extended High School (Ages 18-21)
GYM-100%	X	X				
GYM-90%	X	X	X			
GYM-80%	X	X	X			
GYM-70%	X	X	X	X		
GYM-60%	X	X	X	X		
GYM-50%	X	X	X	X		
GYM-40%	X	X	X	X		
GYM-30%	X	X	X	X		
GYM-20%	X	X	X	X	X	
GYM-10%	X	X	X	X	X	
COMM-10%			X	X	X	X
COMM-20%				X	X	X
COMM-30%				X	X	X
COMM-40%				X	X	X
COMM-50%					X	X
COMM-60%					X	X
COMM-70%					X	X
COMM-80%					X	X
COMM-90%						X
COMM-100%						X

*Note: GYM=Gymnasium; COMM=Community. Input received from Debra A. K. Johansen, Developmental Adapted Physical Education Chair, District 742 St. Cloud, MN.*

the routines associated with the transition activity and that, in turn, tends to increase his or her confidence in dealing with community opportunities.

### Best Practices in Transition

Several themes recur with best practices in transitioning students to community recreation and leisure services. First, the community should serve as the physical education classroom at least one day a week, if not more. Second, although planning and implementing quality transition programs is time consuming, general and adapted physical educators, as members of the transition IEP team, should carefully plan and develop transition experiences through the use of student interest surveys, ecological inventories, and available venues. Third, a source of revenue needs to be identified such as grants, donations from service organizations, and/or fundraising activities to defray the cost of transition programs. It should be noted that inadequate funding may limit what programs can be included. Last but not least, a program evaluation must be conducted to determine what changes, if any, need to be made to foster continued success for the participants.

Most school-age children, youths, and young adults with disabilities can participate in virtually any individual sport,

recreation, and fitness activity. In addition, competitive team opportunities have a place in the transition process and should be included when appropriate. Geographical location and other variables will, of course, dictate what may or may not be available or popular in a particular region.

Although the transition IEP must be in place and implemented by the age of 16 years, the reality is that implementation may start as early as elementary school when physical educators extend their programs beyond the school walls. The term "extended gymnasium" was coined by Johansen and Nearing (1991) to convey the process of leaving the school property to participate in physical activities in community environments such as bowling alleys, ice skating rinks, or swimming pools (Johansen & Nearing). As shown in table 1, the percentage of time spent in traditional physical educational settings decreases as the student ages. Concurrently, the time spent in the "extended gymnasium" (i.e., the community) increases. By the time the students with disabilities are ready to graduate, all of their physical education activities should be in the community or with their peers at postsecondary institutions. The use of the "extended gymnasium" for students in the transition process should continue until the young adult is 22 years of age.

The concept of teaching children at an early age to enjoy

Figure 2. Power Soccer  
in a Physical Education Class



and become involved in physical activities, whether recreational or competitive, is not new, and for children and youths with disabilities, starting early is essential because it provides the stepping stones throughout the transition process. For example, both inclusive and adapted aquatic programs are offered throughout the country. However, it is difficult for children and youths to succeed in agency swimming classes of six or more students or in inclusive, school swimming classes when they need a one-on-one teacher-student ratio because of the severity of their disability. Although the success rates of these participants vary greatly, a successful experience, however small it may be, is a step toward being a safe, active participant in water-related activities in the future and may involve not only recreational aquatic-related activities, but competitive opportunities as well.

### Participation in Disability Sport

Participation in disability sport can and should be an important part of the transition process, and where appropriate, it should be included on the youth's IEP. Whether the student continues to participate in disability sport later in life is a moot point when the benefits of participation at the time are weighed (e.g., actively participating in physical activity, being part of a team, socializing with other team members, and making physical activity a habit). Two states (Minnesota and Georgia) have adapted athletic programs associated with their state high school leagues. Children with disabilities in all the other states must rely on disability-specific organizations, many of which are not available in small towns. The one program that is well known nationally and internationally that fosters involvement in physical activities is the Special Olympics; however, this program is limited primarily to participants with cognitive disabilities.

Avenues that are often neglected are sport-specific opportunities for students with disabilities who do not qualify for Special Olympics. Involvement at an early age in such activities gives a different dimension to a child's life. For example, Power Soccer, a sport for motorized wheelchairs, was recently introduced in the upper Midwest. The boy pictured in figure

2 has arthrogryposis, a muscular and joint disorder, and was introduced to this sport because of his involvement with a local wheelchair basketball team. An inclusive physical education teacher who is also an APE specialist borrowed seven Quickie all-sport wheelchairs and briefly introduced Power Soccer to the boy's third grade classmates. The benefits for all children were evident. The children without disabilities had the opportunity to experience being in the chairs and trying to make them work and were made aware of what it is like not to have the use of their legs. The boy in his motorized chair dazzled the other children with his ability to maneuver the 18-inch Power Soccer ball around all the others. He ended up scoring all the goals during that class and celebrated each goal with his unique "rocking sit" dance. The smile on his face stretched from ear to ear. Participation in these types of activities has not only increased his ability to maneuver his chair, but his self-esteem as well. There is little doubt that this young man will continue to actively participate in physical activity in the future.

### University Partnerships for Transition

Sharing physical activities with peers or friends is more enjoyable for most people than participating alone, and in many respects, that bond becomes the motivator for continued participation. This is especially true for individuals with cognitive disabilities. Institutions of higher education have unique opportunities to provide a variety of programs (motor development, aquatics, recreation and leisure, disability-specific, etc.) for students with disabilities in the transition process. A number of institutions across the nation provide such opportunities through partnerships with local school districts. In many instances, transition students travel to local universities to participate with their same-age peers in active recreation and leisure activities. Traveling to and from the universities not only provides them an opportunity to learn and participate in another community venue, but also affords them opportunities to use the community transportation system, a much needed skill for community participation. Sometimes, university students travel to other community recreation and leisure locations and facilities, such as ice arenas and bowling centers, where they serve as instructors, coaches, and referees for disability sport teams. Regardless of where the services are offered, university students provide valuable hands-on assistance to facilitate success in active recreation and leisure activities for transition students.

As an example, college-age students in a local school district's transition programs travel to the university's recreational facility during the school year and are paired with university students from the introductory APE course. Early in the semester, university students are given necessary information regarding the participant's strengths, contraindicators, and areas in need of improvement. The young adults with disabilities are treated similarly to their university friends. Young adults participating in the transition programs are given identification cards that are used to enter the facility and to check out the equipment for their chosen activity for

the day. These “peer buddies,” the transition student with the disability and the university student, select the activity for the day, get the equipment, and make sure it is returned. They also plan the activity for the next session. Both “peer buddies” are, for the most part, financially responsible for any activity (e.g., bowling) having rental or participation fees; the number of times these activities can be chosen during the semester is limited. This process helps the students in the transition program learn what is expected of them if they want to continue using the facilities after they graduate. These types of programs benefit both the university students and the students in the transition programs. University students increase their knowledge, comfort, and confidence levels because they gain valuable experience working with their peers who have disabilities, and, for some of the students in the transition programs, this is the only time during the week that they are physically active.

Similar partnership programs are offered during the summer months and involve university students traveling to other locations, such as day and residential camps, to work with the transition students; these may be generic in nature as well as sport-specific. A number of disability-specific programs and camps are available for youths with various types of disabilities, including asthma, HIV/AIDS, visual impairments and blindness, cognitive disabilities, spina bifida, burns, learning disabilities, social and emotional disturbances, autistic spectrum disorders, and many others. Because the number of disability-specific programs and camps are too numerous to mention here, an Internet search is recommended for locating such programs in specific states.

In addition to using college students to assist in the transition process, programs could be developed involving juniors or seniors in high school as peer-tutors or community service organizations. One example is the ARISE (All Recreational Inclusive Support Endeavor) Program, created by Debra A. K. Johansen, an APE specialist. The purpose of ARISE is to provide “support for children with disabilities so they can access” recreational or competitive activities and programs with their peers in the surrounding communities and schools (Johansen, 2006). The required support services depend on the participant’s needs and range from inservice training to agency and/or one-on-one assistance for participants during the activity. For example, if a transition student with parental or guardian permission wants to become a manager for a high school basketball team or be a member of the high school football team, ARISE pays the trained staff (e.g., university or senior high school students) to accompany and help the student as needed during all games and practices. These services allow the children, youths, and young adults to participate in activities that might have been unavailable to them because of the lack of assistance needed to be successfully included.

## Concluding Comments

The IDEA amendments (2004) and respective special education state plans mandate that transition IEPs be in place by

age 16, although successful planning often begins in elementary school. Inasmuch as transition plans tend to emphasize vocational opportunities, physical educators and recreation specialists need to advocate for plans that address community participation, namely active recreation and leisure. It would seem the old adage, “All work and no play make Jack a dull boy,” applies to transition as well as to life. Student and family interests form the foundation for meaningful transition services. Although local education agencies have the primary responsibility of providing appropriate transition services, cooperating community agencies also share in this responsibility. Successful transition services include a physical education curriculum for students with disabilities that parallels the curriculum for students without disabilities and lifetime physical activities available in the community (Auxter et al., 2004). The curriculum is connected to the community through planning from all parties involved. Best practices in transition services include careful planning, with the community serving as the physical education classroom as much as possible. Participation in disability sport can be an important and exciting part of the transition process for students who desire it. When geographically practical, partnerships between universities and school districts are invaluable in the transition process. For successful transition in the physical activity component of community recreation, both physical education specialists and recreation personnel need to work together to ensure success. In conclusion, success in transition programs can be measured by the continued, regularly scheduled participation of youths with disabilities in physical activity or sport, which will lead to more healthy, independent, and productive lives.

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- Manuscripts submitted to *JOPERD* must not be submitted to other publications simultaneously.
- To ensure that topic and treatment are appropriate for *JOPERD*, authors should submit an email query ([joperd@aahperd.org](mailto:joperd@aahperd.org)) before preparing the manuscript.
- Original data-based research is generally not published in *JOPERD*. Manuscripts with practical implications for educators at all levels are given priority.
- Manuscript acceptance is based on originality of material, significance to the PERD profession, validity, and adherence to the prescribed submission requirements stated below.

### Manuscript Preparation

Prepare the manuscript in an electronic format, using an 8.5-by-11-inch page set up with 1-inch margins. Double-space the entire manuscript, including references and quotations, and number the pages and lines throughout. Do not list author names, affiliations, or contact information on the manuscript; this information should be given in an accompanying letter. Do not use footnotes or endnotes, and do not submit the text in an editing program format or with "track changes" in the text. Save the manuscript in either a native word-processing format (e.g., Microsoft Word, Wordperfect, Macwrite) or text (ASCII) format.

### Manuscript Submission

Manuscripts must be submitted either on disk or by email attachment. For disk submission, place the manuscript on a 3.5-inch disk or Zip disk, with IBM (and compatible) or Macintosh format. Label the disk with the corresponding author's name, manuscript title, and word processor format used.

Email submissions must be sent as attachments. "Manuscript Submission" should be placed in the subject line of the email. Manuscripts sent as email text will not be read.

All submissions must include a cover letter (which may be sent as email text) that references the title of the manuscript and gives the names, academic degrees, positions, and institutional affiliations of all the authors, as well as the corresponding author's mail address, telephone number, and email address.

Manuscript receipt is acknowledged only by email.

### Manuscript Content

Tie manuscript length to the scope of the content, generally limiting articles to between 7 and 16 pages. Simple, straightforward writing—concise, logical, and clear—is best. Focus the manuscript, use examples, capture readers' interest, and stimulate their thinking. Avoid educational jargon and passive voice, vary sentence structure, and keep paragraphs short. The *JOPERD* Editorial Board encourages authors to have colleagues review manuscripts before submission.

**Abstracts.** Include an abstract of 250 words or less. The abstracts for accepted articles will appear on the *JOPERD* web site after the article has been published.

**References.** Check all references; authors are responsible for accuracy. Printed references are preferred over web references. For reference style, follow the *Publication Manual of the American Psychological Association* (5th ed.).

**Illustrations.** Submit tables, charts, drawings, and graphs in one or more files separate from the text file.

**Photographs.** *JOPERD* encourages authors to submit clear, sharp, well-composed color photographs or slides to illustrate their articles. Tape the photographer's name and a brief description of the activity on the back of each print. Digital photos should be saved at 300 dpi or with the largest possible dimensions. Do not paste digital photos into the text file.

### The Review Process

The editor reviews all manuscripts for appropriateness of topic and conformance to *JOPERD* writing style. If the topic and style are deemed appropriate, manuscripts are sent to at least three reviewers with expertise in the topic area. Allow 12 to 16 weeks for the review process.

### Publication

Manuscripts are printed in the earliest appropriate and available issue following acceptance. Authors receive two complimentary copies of the issue in which their article appears.

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